**Grade-Level Data Collection: Third Grade Team**

1. Discuss where you are as a group. What’s going well? What’s not? What stumbling blocks are you encountering? Etc…

* Students picture themselves as writers. Yes!
* Everybody is on the same page with language for writing and expectations.
* Book three is extremely difficult for third grade students. How can you select or design mini lessons to meet the needs of your students? Are there other units of study that would be more appropriate? What do the third grade standards say your students need? Do you need to move book three to the end of the year?
* Book four regenerated some excitement when fiction was introduced. Should you consider rearranging units of study for your grade level?
  + One stumbling block is varying schedules between buildings. Time allotments are not the same for subject areas What are the specific differences?
  + Writer’s Workshop is a 45 minute block and is not formally assessed Are you assessing the end of unit pieces using rubrics?
  + Training for dealing with bullying We are looking into a district-wide implementation of Positive Behavior Support, but for now we are just in the talking and gathering information stages.
  + A concern that the highly structured schedule is prohibiting flexibility What kind of flexibility do you need?
  + Schedule for delays ?? Whatever you do, do not eliminate your precious writing time.

1. List all the ways you gather assessment information.

Written and oral assessments

Classroom work and observation

Standardized Tests

Classroom Projects

What about conferring sessions with students? The most valuable time you have to assess students is when you are working with them one-on-one. The feedback you provide for them is invaluable.

1. Why is it important that students gather in a common place to receive their mini lesson?

The students’ attention is maintained in an area with limited distractions. Yes, and students have the opportunity to work with partners or practice the new strategy you just taught them. You are also developing a sense of community by pulling them together to talk about your very important writing work.

1. What makes assigning writing partners and important piece of the lesson?

It is an essential part of the active engagement. Yes. It provides a different perspective.

Yes, plus partners provide a supportive environment for students to try newly learned strategies with the person whom they feel most safe. Long-term partners should be established based on students who work well together, not by ability.

1. What things are you finding particularly stressful during conferences with students?

Not knowing the goals for each student Think about how the continuum can help you move students to the next level. Think about the common core standards and what students in third grade need in writing and in other content areas. What does the end-of-unit rubric specify students should know and be able to do when the unit is finished?

Not having a handle on all the material the student has written Do you mean not looking at all the writing the students are doing?

Students not conferring lose focus Do you need to provide them with a mini lesson for what workshop time is supposed to look like? How long are your mini lessons? What charts are you using to facilitate independence? Have you practiced?

“Remember, teachers explicitly teach children to be self-reliant writers and decision makers. In minilessons, teachers teach children what they can do when they feel stuck – or when they are done or when they don’t know how to start writing or when they want to revise or when they encounter any of the many other problems. Almost always, teachers teach children an array of expendable strategies that writers sometimes draw upon and then we expect children to draw on these strategies as needed to achieve goals which are not expendable. In conferences, teachers personalize this instruction, scaffolding children to become more self-reliant, strategic and skillful writers.” (*A Guide to the Writing Workshop, Grades 3 – 5,* p. 48)

Students awareness of writing abilities Does this mean they lack awareness?

1. What would you like Carl to specifically address during our session with him on August 4th?

What are the 105 teaching points?

Where do we start with each student and where do we end up? How do we determine the goals for each student?

1. Think about and discuss how next year will be different and what you will do differently for students since they have had a full year of writer’s workshop.

Not as much time should be needed to establish the language for writing if it was used consistently the previous year. Mini lessons should be quicker with less anxiety due to our familiarity. Yes, I agree.

Create a unit of study for writer’s workshop to work on PSSA writing skills. This should be a small unit that focuses on basic test taking strategies.

Remember, test prep is no big deal when writers have already developed the muscles they need to draw upon. Test prep alone cannot prepare your students for the hurdles they will be expected to get over. For that, they need to be actively engaged in the writing process, thoroughly and often. (*A Guide to the Writing Workshop, Grades 3 – 5,* p. 101)

Create a grading rubric/checklist for writer’s workshop by collaborating with 3rd, 4th and 5th grade teachers. Great idea!

1. Make some serious decisions about who will represent your grade-level team this summer during the writing institute. Some people have already come forward and committed to attending. Discuss this and share this with the group so everyone is aware and communication throughout the team is on-going.

No third grade teacher committed to attending.

1. Complete the following chart to further describe each teacher’s need(s) for support.

*Label with* I*=Immediately,* S*=Soon, or* L*=Later*

**General area of need for all 3rd grade teachers:**

* Time management-outside of class (keeping up with reading students’ writing and preparing lessons) You are doing a great job! Next year will be better. You will feel comfortable with the materials and you will be moving into your comfort zone.
* Student motivation: how do we continue to motivate those students who are tired of writing? Why are they tired of writing? What does this look like and sound like in your classroom?

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| **Teacher’s Name:** | **Area of Need:** |
| **Ex:** Daphne Snook | Conferencing notes (S) |
| Molly Bishop | gathering mentor texts (S) |
| Courtney Trawitz | helping reluctant writers (S) |
| Patty Blyler | mentor text copyright policy/permission (S) time management- outside of class (keeping up with reading students writing and preparing lessons) (S). |
| Angie Schmoyer | all of the above (S) |
| Cindy Hokenbrough | unit of study for PSSA writing (S) |
| Lisa Wolf | unit of study for PSSA writing, unit of study for persuasive, narrative, and informational writing building toward 5th grade PSSA writing test,  conferencing notes, assessment (S) |
| Mary Keiser | helping reluctant writers-(S). creating a unit of study for PSSA to teach writing to a prompt (S). |
| Faye Aurand | time management (keeping up with reading student writing and preparing lessons(S)getting writers to think for themselves to create their writing (S) Discussion with others about what is working across grade levels(S) |
| Brittany Folk | conference goals (S) and helping reluctant writers (S) |
| Vicki Edmiston | help students generate ideas when they have limited experiences and background knowledge(S) |

1. Work on your grade-level To-Do list, which will help keep your group progressing through needs so that each time your team has an opportunity to work together you know exactly what you will do to keep moving forward.
2. Create a rubric/checklist to assess Writer’s Workshop see above
3. Create a PSSA Writer’s Workshop unit see above
4. We are asking for permission to use our outline (that we created on 2/18/11) as mini lessons for PSSA preparation during Writer’s Workshop time. **Immediate Attention** This was addressed.